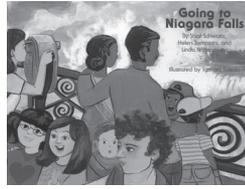


GOING TO NIAGARA FALLS

By - Shari Schwartz, Helen Tomassini,
and Linda Widenmaier
Illustrated by - Tamara Toledo
Set 7 – 128 words

Building Anticipation – Setting the Context

Have the children close their eyes and imagine they are in a car going on a trip.



Talk about where they are going and record their destinations on a chart. Circle the destinations that are far away. Alternatively you might show the cover of the book and ask the children to tell you what they see. Ask if anyone has ever been to Niagara Falls. Discuss.

Introduction

Introduce the book by showing the cover and saying: *This book is called 'Going To Niagara Falls'. Mom, Dad, Ravi, and Ameen are in the car driving to Niagara Falls. They see many new things when they get there.*

Give the children a copy of the book and point them to known words in the text. After taking time for an independent book walk, ask children to read the text independently to find out what the family saw at Niagara Falls.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask:
What did Ravi and Ameen's family see at Niagara Falls?

Ask someone to locate the page where Ameen is talking about the tower. This child can read the section of text that describes the tower. *How do you think Ravi and Ameen felt after their ride in the boat? What helps you to know how they felt?*

Ask: *How do we know if the family had a good time at Niagara Falls?* Have the children to refer to the illustrations to support their response.

Responding Creatively – Independent Practice

Using the book as a reference children can:

- create a travel brochure for Niagara Falls or some other places they have visited. (Provide a few travel brochures as models and remind the children to include labeled drawings).
- use the reproducible master to draw a story map of the family's trip to Niagara Falls.
- use the sandbox to retell the story using props and labels.

Read Aloud Connections

Down the Winding Road, by Angela Johnson, Dorling Kindersley Publishers, 2000.

Maiden of the Mist, retold by Veronika Martenova, Charles. Stoddart Kids, 2001

My Family's Vacation, by Dayal Kaur Khalsa, Tundra Books, 1988.
Niagara, by Tanya Lloyd, Whitecap Books, 2000.

Learning About Language - Focused Teaching

High Frequency Words	there, they, very, it's, out	Using a word mask, read the walls looking for these high frequency words.
Letters and Letter Clusters	<i>th</i> - there, the, they <i>bl</i> - blue <i>Gg</i> - Going, got, go	Brainstorm a list of words that begin with <i>g</i> . Clap the syllables of the recorded words.
Onset and Rimes and Word Families	boat, coat, float, goat wow, now, cow, how	Use movable letters to make words using the rime <i>oat</i> or <i>ow</i> . Children can record the words they make.
Word Endings	<i>y</i> - very <i>th</i> - bath	Select a word ending. Read books in the group basket to find words with that ending.
Compound Words		Review familiar concepts.
Contractions	it's	Encourage children to use this contraction in their personal writing.
Text Features	Exclamation mark	Encourage children to read this text with expression. Feature exclamation marks in shared reading.
Poetry Links	<i>very</i> - <i>Meeting a Bear</i> <i>there</i> - <i>The Big Truck</i> <i>it's</i> - <i>My Shadow</i>	A favorite poem can be cut into sentence strips and placed in the pocket chart. Challenge children to place the sentence strips in the correct order and read the re-assembled poem. The high frequency words shown are found in the book and the poem.

Story Map

